DOCUMENT RESUME

ED 084 951 HE 004 826

AUTHOR	Marienau, C.
TITLE	University Without Walls: Pilot Year Report 1971-1972.
INSTITUTION	University Without Walls, Minneapolis, Minn.
PUB DATE	Sep 72
NOTE	88p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Admission Criteria; College Faculty; College Students; *Higher Education; Program Descriptions; Statistical Data; *Student Characteristics; *Student Participation; *Teacher Participation
IDENTIFIERS	*University Without Walls

ABSTRACT

This report examines student and faculty participation, providing statistical data and descriptions, in the University Without Walls (UWW). Emphasis is placed on an overview of the UWW student body, procedures of students admitted to UWW, active students as of June 30, 1972, educational alternatives of former and potential UWW students, faculty participation in UWW from September 1971 to June 1972, and the future of research and evaluation. An explanatory brochure of the University Without Walls is included. (MJM)

UNIVERSITY WITHOUT WALLS:

PILOT YEAR REPORT

1971 - 1972

ED 084951

C. MARIENAU

SEPTEMBER 1972

HE 004 826

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INTRODUCTION

The Pilot Year concludes. In itself, the statement appears uncomplex, yet the significance of its implications are great indeed. What does it mean when an experimental program concludes its first year of operation? References have been made in the previous Status Reports of September 1971 and April 1972, and in Jeffrey Johnson's most recent Status Report of August 1972, to the philosophies of UWW, its workings and efforts, ideas, implementations, and changes, some successes, a few failures, and future projections.

Some repitition of data occurs between this particular report and previous Status Reports in regard to student admissions, student descriptions, students' academic areas, geographical locations and occupations. This report, however, binds the student body together, providing both statistics and descriptions. The section on faculty participation in UWW does not exist elsewhere.

Why attempt research and evaluation? UWW is concerned not only with reporting and evaluating after the fact. It also realizes the importance of recognizing, most probably through research, causitive factors involved prior to the actualization of the event, which could serve as a basis for future projections. This report on UWW students' and U. of M. facultys' participation in UWW does not conclusively identify these factors. It is primarily a collection of data on the said participants, functioning as a source of basic information and as a preliminary study leading toward more comprehensive studies.

While the report is primarily of statistical nature, it also offers interpretations of the facts and tentative conclusions which are subject to become facts only with time, experience and experiments. Such are presented in summary form at the beginning of the report and also briefly in each section introduction and, in more detail, in the conclusions of each section and sub-section of the report.

This report focuses primarily on two groups who were involved in the pilot year.

Student Participation

1 - An overall view of the procedures UWW students followed in pursuing their educational objectives
2 - A more individualized view of the UWW student, based on those active in UWW as of June 30, 1972
3 - A report on educational alternatives found by former UWW students and those not admitted
4 - A brief report on requests for information
5 - An addendum on admissions for summer 1972, fall 1972 and future admissions

Faculty Participation

1 - Basic data on Faculty
2 - Overall view of Faculty and all-University students re. independent and directed study
3 - Faculty and the UWW student re. time spent, nature of advising and communication
4 - Faculty and the distant UWW student re. same
5 - Distinction between professors and instructors re. same
6 - Faculty experience with UWW
7 - Questions and Observations

These findings will serve as a basis for future program development and further evaluation studies, which are discussed briefly in the conclusion of this report.

Several methods were utilized to obtain the necessary data. The majority of the information on UWW students was obtained from office files. Since UWW functioned without the supervision of a full-time secretary until just recently, organized record keeping suffered.

Our new fulltime secretary, Glendora Hauger, spent a good deal of time and energy locating all the necessary information and has designed a system for record keeping which will greatly serve UWW in the future. Individual questionnaires were designed and mailed to those UWW students who were dropped from the program, to those who withdrew from UWW, and to those people who applied but were not accepted into UWW. The major portion of faculty information was obtained through a telephone interview, the content of which was designed and implemented by this writer and U.C. Research Fellow, John Genereux. In addition, the UWW staff (Jeff, Janet and Nancy) were collaborators in offering suggestions and criticisms throughout all stages of the report.

How is it that this writer, a would be anthropologist, is found performing as Research Coordinator for UWW? Certainly she must possess a valid background of experience in the complex field of research and evaluation. The assumption in this particular case does not hold true. What this writer does possess is a belief in the credibility of alternative forms of education and a realization that the operation of such programs must be communicated in an ongoing manner with accuracy and openness prevailing. Such is the intent of this report.

SUMMARY OF TENTATIVE CONCLUSIONS

A summary of tentative conclusions concerning both UWW students and U. of M. faculty is presented at this time to afford the reader a preview of the material included in this report. Page listings are included to allow for immediate referrals to the data upon which these conclusions are based.

UWW Student Body

1) Students pursue their studies by means of self-directed study rather than regular coursework. P.12 - 17

2) Students utilize registration through University College more frequently than U. of M. departments. P.12 - 17

3) Students' registrations frequently include more than one type of registration option. P.12 - 17

4) Students who register under U. of M. department numbers tend to choose independent study and/or class attendance as their mode of learning. P.12 - 17

5) Students' projects frequently require additional time for completion than that alloted on the quarterly basis. P.12 - 17

6) Over 60% of the students enrolled in UWW each quarter were of Active Status. P.12 - 17

7) Students tend to withdraw from UWW due to lack of time. P.13 - 17

8) Students tend to be dropped from UWW by staff decision due to lack of communicated effort to attain educational goals, i.e., failure to communicate progress, or lack thereof. P.12 - 17

Active Students as of June 30, 1972

9) The UWW student is approximately 10 years older than the typical college student. P.22

10) The majority of students are without facile access to the University. P.23

11) Barriers to education are mainly distance and bureaucratic problems. P.24

12) Academic interests of at least half of the students are of the Liberal Arts nature. P.25

13) Three-fourths of those students employed are in occupations related to their educational goals. P.27

14) The modal student has had 2 years of college experience prior to UWW. P.24

15) The average student has two years remaining in UWW until graduation. P.26

Educational Alternatives to UWW:

16) One-half of those responding persons who withdrew from UWW sought and found satisfactory educational alternatives. P.34 - 39

17) Over four-fifths of those responding persons not admitted to UWW sought educational alternatives; three-fifths of those people found one; two-thirds were satisfied. P.34 - 39

FACULTY

Basic Data

18) Faculty project advisors primarily represent the College of Liberal Arts. P.45

19) Three-fifths of the faculty hold professorships. P.46

20) A majority of the faculty have had a good deal of experience with independent and directed study prior to UWW. P.47

Faculty Advising: University-Wide

21) On the all-University level, each faculty member advised, on the average, 15.4 students P. 49

22) On the all-University level, the modal faculty advisor spent between 1 - 50 hrs. advising per student. P. 50

Faculty Advising: UWW Student

23) Faculty advise no more than two UWW students during the same period. P. 51

24) Faculty advising two UWW students spend a little less time per student than those with one student. P. 52

25) Faculty utilize more than one aspect of communication and advising techniques. P. 55 - 56

26) Faculty's main function tends to be directing the student toward written resources P. 55

COMPARISONS

27) Faculty spend 33% less time advising distant UWW students than those in the metro area. P. 57

28) Professors spend a bit more time advising students than instructors. P. 59 - 60

29) Instructors tend to receive personal visits more frequently than professors. P. 59 - 60

30) The UWW student plays a relatively small part in the independent and directed study operation within the University. P. 52

31) The amount of time faculty spends per student does not relate to the amount of credits per project. P. 52 - 54

Faculty and Future Advising

32) Faculty are willing to serve as future project advisors for UWW students but on conditional terms P. 61

33) Faculty face difficulties with overextension of time in regard to advising directed study projects. P. 61 - 62

S E C T I O N I

THE UWW STUDENT BODY

September 1971 - August 1972

S E C T I O N I: A

PROCEDURES OF STUDENTS

Admitted to UWJ

September 1971 - June 1972

INTRODUCTION

This portion of the report on the UWW student body focuses on the procedures UWW students followed throughout the year in pursuing their educational objectives. These procedures involve namely:

Admission; Student Status (definitions follow); and registrations. The material is presented on a quarter-by-quarter basis to inform the reader of developments during each period.

Status of UWW students is referred to frequently in this section of the report. The following definitions of the three main status categories are presented to familiarize the reader with UWW terminology.

ACTIVE STATUS: A student in good standing, participating in ongoing learning activities, is considered to be "active".

INACTIVE STATUS: Any student not participating in ongoing learning activities will be placed, of his/her own volition, in an Inactive Status. Such status indicates that for various reasons - personal problems, the desire to take some time off, lack of funds, etc., -- a student is not presently participating in the program but may return to Active Status. To be Inactive does not imply a punitive status, but rather allows the program to admit additional students so that all slots are being fully utilized.

SPECIAL REVIEW STATUS: While each UWW student is reviewed in an ongoing fashion in terms of his learning and general participation in the program, a Special Review Status has been developed to indicate that a particular student is in jeopardy of remaining in the program. Reasons for such status may include lack of communication with the advisor, failure to respond to correspondence or requests, unexplained delays in completion of learning activities, unacceptable quality of work, or the inability to fully comprehend the UWW concept.

Tentative Conclusions

In view of the compiled data, certain tendencies appear to claim significance. The reader must realize that these tendencies are presented per se, and are not intended to be viewed as absolutes.

- students pursue their studies by means of self-directed study rather than regular coursework.
- students utilize registration through University College more often than U. of M. departments.
- students' projects frequently require additional time for completion than that alloted on the quarterly basis.

FALL QUARTER 1971

Students Admitted

Forty-three students were selected as UWW's initial student body for Fall quarter 1971. Of those forty-three students, thirty-one (72%) completed the next step - that of formal registration.

During Fall quarter, thirty-two students were active in their studies (one incarcerated student lacked funds to formally register). Eleven students did not formally begin their projects at the start of the quarter and were considered inactive. Two students were dropped from the program nearing the end of Fall quarter because they had still made no effort to initiate their studies.

Utilization of Registration Numbers, Courses, and Credits

UWW students who wish to take a class at the University of Minnesota register under that particular department's registration number. With the instructor's permission, UWW students may also take existing coursework on independent study, called a Y registration, under that department number. The same holds true for students who pursue directed study (student designs own course) through a University department. Since many UWW students design their own projects and courses, which are often interdisciplinary in nature, they may also register under a University College number for directed study, UC 3-201. Students were also given the option of UC 1-201, "Orientation". Students may utilize one or several of these registration options each quarter.

Fall quarter, ten students registered for UC 1-201 - Orientation - for a total of 52 credits.

Eighteen students registered under UC 3-201 (Self-Directed Study) totaling 175 credits. A combined number of credits under UC numbers totaled 227 credits. Seventeen students registered under University of Minnesota department numbers (non-UC). Of the non-UC registrations, four people pursued their course of study through correspondence, seven took courses on independent study (Y registration), five students attended regular day classes, and one person chose directed study. The total number of credits for these non-UC courses was 78 credits. Twenty-eight students utilized a UC course number, and 17 persons registered under a regular department number, for a total number of 305 credits. The reader should bear in mind that students' registrations include more than one of the above types of registration options.

WINTER QUARTER 1972

Students Admitted

Eight new students were admitted into UWW Winter quarter, resulting in forty-nine possible registrations. Of those forty-nine, thirty students (61%) completed formal registration. One reason for this decrease in registration is that 8 students extended their Fall quarter projects and did not initiate new projects.

Forty students (82%) were actively pursuing their studies Winter quarter, while 9 students (18%) were inactive. During this quarter, two students withdrew from the program, and one student was dropped by decision of the UWW staff. One withdrew because of time consuming job commitments and found his project involved too much political red tape. The other student withdrew because she was too overly committed. One student was dropped because of his failure to make any effort to do Fall quarter work and to communicate with UWW concerning his progress or lack thereof. One student was placed in Special Review.

Utilization of Registration Numbers, Courses and Credits

Four students registered for "Orientation", UC 1-201, for a total of nineteen credits. Twenty-two students registered under sequence number UC 3-202 (Self-Directed Study), totaling a number of 273 credits. Combined number of credits under UC numbers was 292 credits.

U. of M. department numbers (non-UC) were utilized by eighteen students. The total amount of credits numbered seventy-two credits.

Various modes of learning were pursued through the non-UC registrations. Eight students chose the independent study option (Y registration), six persons attended day classes, three students were involved in directed study, and one person participated in an extension course.

UC registration numbers were utilized by twenty-six students, and non-UC numbers by eighteen students. Combined totals numbered 364 credits. As during Fall quarter, some students utilized up to three registration options.

SPRING QUARTER 1972

Students Admitted

Spring quarter saw an influx of fifteen new students into UWW, bringing the number of possible registrations to sixty-one. Of those sixty-one students, twenty-five (41%) formally registered. Fourteen students did not register because they extended their projects from winter quarter into the spring.

Forty students (66%) were active during Spring quarter, while twenty-one (34%) were inactive. Three students withdrew from UWW during this period, and two students were dropped from the program. Two students were notified of Special Review Status.

One student withdrew because she could not receive teaching certification through UWW, even though she was informed of this when she applied to UWW. One student withdrew on the advice of the UWW staff as she was unable to conceptualize the self-learning process. One student withdrew following his release from prison due to time and he already had his B.A. degree. During the pilot year, UWW did not require that it's students be pursuing a B.A. or B.S. degree. In one particular instance, a student stated that his objective was to obtain a degree. Consequently, he was dropped by the UWW staff when it became evident that his approach to learning was too limited to meet the graduation criteria for the UWW competency-based degree. One other student was dropped because she only wanted pre-structured courses which could be met through other alternatives.

Utilization of Registration Numbers, Courses and Credits

Three students registered for UC 1-201 (Orientation), totaling seventeen credits. Two students utilized UC 3-202 (Self-Directed Study) for a total of twenty credits. Twenty-one students registered for self-directed study under sequence number UC 3-203, with a total of 235 credits. Thus, combined number of credits under UC numbers totaled 272 credits.

Fourteen students registered with University of Minnesota departments (non-UC), for a total of sixty-eight credits. Their studies were pursued in the following manner: one student studied through correspondence; three students chose the independent study option (Y registration); seven students attended day classes; and three students followed the directed study route.

Twenty-six students utilized the UC registration numbers, and fourteen students registered under regular department numbers (non-UC). The combined number of credits totals 323 credits. As previously, a number of students utilized more than one registration option.

SUMMARY

Fall 1971- Winter 1972 - Spring 1972: AN OVERALL VIEW

Sixty-six students were admitted into UWW during the period of Fall, Winter and Spring quarters. Ideally, 66 students would have registered at least once during the three-quarter period. The numbers of students who actually registered (at least once) during the year was 57, or 87%.

The total number of possible registrations for those three quarters was 153, while the total number of actual registrations was eighty-six (56%).

There were a total number of 80 registrations under UC numbers 1-201 (Orientation), 3-201, 3-202 and 3-203 (Self-Directed Study). The total number of credits accompanying the UC registrations was 791 credits.

The total number of registrations through University of Minnesota departments (non-UC) totaled 49, for an accompanying total of 218 credits.

Under non-UC registrations, a total of five students pursued their studies through correspondence; eighteen through independent study (Y registration); eighteen by regular class attendance; seven through directed study; and one by attending evening class.

The total number of registrations under both UC and non-UC numbers was 129, resulting in a total of 1,009 credits. The reader must be aware, once again, that students frequently utilize more than one registration option each quarter.

Student Status: Fall '71 - Spring '72

Sixty-six students were admitted into UWW during this period. Of those 66 students, 57 (87%) formally registered and were active in pursuing their academic work for at least one quarter.

During the said period, five students withdrew from UWW on their own accord and five persons were dropped by decision of the UWW staff. (A survey of former UWW students and those persons not admitted into UWW is included later in this section.) Those same 5 students who were dropped from the program were all placed in Special Review previous to such final action.

Monitors for UWW Students: Fall 1971 - Spring 1972

UWW students utilized 40 University of Minnesota faculty members as monitors for their self-directed study projects. A survey of U. of M. faculty monitors is included in Section II of the report.

Students are not limited in choosing monitors only from the academic institution. Non-academic people possessing an expertise in the students' subject area may also function as monitors for UWW students. These persons are referred to as adjunct faculty, and fifty adjunct faculty were utilized by UWW students. A study of adjunct faculty has not yet been designed. However, such a study will be incorporated in a later report.

Close of Spring Quarter 1972

At the close of Spring quarter 1972, the UWW student body was comprised of 56 students. Of those 56 students, 37 people were actively pursuing their educational studies and 19 students were not involved in their studies at that particular time (Inactive).

A study of those 37 students who were active in their projects or studies as of June 30, 1972 (official close of academic year) follows this section.

TENTATIVE CONCLUSIONS

Although the material just presented is primarily an account of basic data compiled from files and records in the UWW office, certain implications result in the following tentative conclusions about students' procedures in UWW.

UWW students, in keeping with the objectives of UWW, tend to pursue their academic interests by means of self-directed study rather than regular coursework as offered by the University. Consequently, students register through University College more frequently than specific U. of Minnesota departments. Those students who do utilize registration through U. of M. departments tend to choose independent study and/or class attendance as their mode of learning.

Students' registrations most often include more than one type of registration option. As the data indicates, a number of students did not register every quarter even though they were active in their studies. The main reason for this situation is that students' projects frequently require additional time for completion than that allotted on the quarterly basis.

Over sixty percent of those students enrolled in UWW each quarter were considered in Active Status. Those students who withdrew from UWW tended to do so because of lack of time. Students tended to be dropped by UWW by staff decision due to lack of communicated effort to attain educational goals; i.e., failure to communicate progress or lack thereof.

ADDENDUM ON ADMISSIONS

Admissions Summer 1972

Four students were admitted summer to UWW, two males and two females. The average age was 22.2 years. Three reside within the metro area and 1 in Arizona. The two men are married, the women are single. One man has two children. One admission was based on scheduling problems, three were for bureaucratic reasons. One of the four is employed fulltime, 2 do not have jobs, and one works as a volunteer with the Teen Corps. The modal student has 1.3 years of previous college work. One is a high school graduate only. Interest areas include dance therapy, finance, law and legislation, and work with the retarded.

Admissions Fall 1972

Nineteen students were admitted for Fall quarter to UWW. Fifteen are males, four are females. Fourteen live within the metro area, three out-state, one in Utah, and one in Mexico. The average age is 30.1 years. Of the nineteen, 8 are married, five are divorced, and six are single. Those married and divorced share 25 children, or an average of 1.9 each. Ten admissions were based on bureaucratic barriers, two because of incarceration (the man in Mexico is in prison), six due to scheduling and 1 because of distance. Sixteen are employed; twelve fulltime, four parttime, three are unemployed. The modal student has 1.2 years of previous college. Two have finished high school only. Interest areas include archeology, work with the retarded, creative writing and literature, business, early childhood development, film, community organization, Indian studies, religious studies, sexology, corrections, paraprofessional legal work, and hospital administration curriculum development.

Future Admissions

Discounting several people who will be inactive, we anticipate working with 65 active students fall quarter 1972. Based on anticipated staffing of UWW this year, we project being able to have an active enrollment of approximately 120 students as of Spring 1973. This takes into account possible withdrawals or drops, as well as students who may choose to be inactive for one-two quarters.

S E C T I O N I: B

Active Students

as of

June 30, 1972

INTRODUCTION

The previous section on UWW students dealt with the mechanics involved as a member of the UWW student body. This section attempts, on the other hand, to afford the reader a more personal view of the UWW student. The students represented in this survey are those people who were participating in ongoing learning activities (Active Status) as of June 30, 1972.

The report focuses on the personal characteristics of these UWW students: their educational barriers which led them to UWW; areas of study, pursued modes of learning activities; estimated time remaining until graduation; and an introduction of several UWW students. Certainly more than the selected 5 UWW students deserve introduction. These five students were chosen mainly because of some unique characteristic which is representative of a unique student body.

Several significant observations may interest the reader at this point. The reader must bear in mind that these observations are based on a study of active students and represent 56% of the student body.

1) The majority of UWW students reside beyond the environs of the University;

2) Students' main educational barriers are distance from an educational institution and bureaucratic difficulties;

3) Academic interests of at least half of the students are of the Liberal Arts nature;

4) Three-fourths of those students employed are in occupations related to their educational goals.

5) Directed Study is the mode of learning activity pursued by over 3/4 of the student body.

PERSONAL CHARACTERISTICS

Student Samplings

Sixty-six students were admitted into UWW during the period, Fall 1971 through Spring 1972. Of those sixty-six students admitted, fifty-seven formally registered in UWW during that same period.

At the close of the academic year, June 30, 1972, fifty-six students comprised the UWW student body. Of those fifty-six students, nineteen were not actively participating in learning activities (INACTIVE). Thirty-seven students were active participants in their learning endeavors. It is these 37 ACTIVE students who are represented in the following descriptive data.

Age

Ages of the 37 active UWW students range from 19 to 55 years of age. The average UWW student is 29 years old.

TABLE 1. AGE LEVEL DISTRIBUTION

Age	Number of Students
19 - 21	6
22 - 24	7
25 - 27	8
28 - 30	5
31 - 33	2
34 - 36	2
37 - 39	2
40 - 42	0
43 - 45	3
46 - 48	0
49 - 51	1
52 - 54	0
55 - 57	1

Sex-Marital Status

The sex ratio of the active group is nearly balanced, with twenty males and seventeen females. A majority of the students, (twenty-five) are married and the remaining eleven are single. Nineteen people have families, with dependents ranging in numbers from one to seven, with two being the average number of dependents for those having dependents.

Geographic Distribution

Fourteen active students live in the University's immediate environs, Minneapolis 9 and St. Paul 4, with one other living in a St. Paul suburb. Two others are prison inmates in Stillwater, thirty miles away.

Thirteen persons live in out-state Minnesota, including the areas of Brainerd (2), St. Cloud, Watertown, Aitkin, Deerwood, Roosevelt, Eagle Bend, Faribault, Pequot Lakes, Bemidji, and Wadena. One person is an inmate at Sandstone Federal Prison. Six students live out-of-state, including Washington, D. C.; Oxnard, California; DesMoines, Iowa (2); and Lake Park, Florida. One person is an inmate of the Federal Youth Center in Englewood, Colorado.

Two people are residing in such exotic lands as Spain and Samoa. Thirty-eight percent of the students live in the vicinity of the University, and sixty-two percent find access to the University difficult or impossible.

PAST EDUCATION AND BARRIERS TO PRESENT

Previous Education

The modal student of those currently active in UWW has had two years of college. Twenty-six students have had more than one year of college, while two students have had no college experience.

Table II: Education

No. of students:		
	0	Completed Junior High
	0	Completed GED examination
	2	High School
	9	0 - 1 year of college
	5	1+ year of college
N = 36	12	2+ years of college
	8	3+ years of college
	1	Nursing Degree (3 years)

Barriers to Educational Goal Attainment:

UWW students are faced with multiple barriers impeding their educational careers in a traditional college setting. These barriers can best be defined in four general areas:

1) Bureaucratic - The student with an unusual academic interest cannot function within the disciplinary and course-related limitations of the traditional institution.
2) Distance - Sheer distance from educational opportunities prohibits regular college attendance.
3) Time and scheduling- Job and family commitments and, closely related, financial obligations and limitations make regular college attendance impossible.
4) Special Handicaps - Incarcerated persons, the disabled, persons whose previous grades prohibit admission into a regular institution and those persons who have not completed high school.

Of the 37 active students, 11 were admitted to UWW because of bureaucratic difficulties, 16 because of distance, 5 due to time and scheduling, and 5 because of special handicaps (all of whom were incarcerated).

ACADEMIC INTERESTS

Areas of Study

The areas of study indicated by UVW students are broad and difficult to categorize in any meaningful way. Many of the students have concerns which are interdisciplinary in nature and problem or topically focused, complicating the relating of their study areas to the defined study categories of traditional higher education. Therefore, the listings in Table III are somewhat artificial descriptions of areas of interest, presented in order to give the reader some feeling for the breadth of concerns.

Table III - Areas of Study

Art:	Samoan Arts & Crafts	1
	Artist in Residence	1
	Film - Drama	1
Therapy:	Dance-Therapy	1
	Play-Therapy	1
Education:	Outdoor classroom	1
	Media	1
	Elementary Ed.	1
	Pre-School Ed.	1
	Special Ed.	1
	Multi-Media Environment	1
	Communication Disorders	1
Psychology:	General	2
	Rehabilitation	1
	Systematic Desensitization	1
	Hypnosis	1
	Behaviorism	1
Liberal Arts:	Languages	1
	History	2
	Creative Writing	1
	Political Science	1
	Art History	1
Other:	International Relations	1
	Women's Studies	1
	Ecology	1
	Cooperative Studies	1
Sociology:	Corrections	4
	Criminology	1
	Law Enforcement	1
	General	1
Business:	Business Ad.	1
	Business Art	1

GRADUATION FROM UWW

Graduation from UWW is very much an individual matter. A degree from UWW is granted based on decisions by the student, the UWW staff, and the Graduation Committee, which is comprised of one U. of M. faculty area expert, an additional area expert, one UWW staff member, one UCGC representative, and one UWW student or alumni. It is oftentimes difficult to assess, especially in the early stages of a student's career in UWW,just how much time is needed to complete his/her degree. The following Table IV is only an estimate by the UWW staff of the students' remaining time in UWW. Again, it is presented in order togive the reader a general feeling of the students' progress toward a degree.

Four students have applied for graduation, are nearing the completion of their Dossier Summaries, and will soon meet with the Graduation Committee.

Table IV: Estimated Time for Graduation

Time Remaining in UWW.	Number of Students
1/4 - 3/4 Yr.	10
1 - 1-3/4 Yrs.	6
2 - 2-3/4 Yrs.	10
3 - 3-3/4 Yrs.	2
Undecided	5
Applied for Graduation	4
Graduated Aug. 31, 1972	1
" Sept. 1972	1

The modal student, based on the survey of June 30, 1972, has 2 years remaining in UWW until graduation. The average time for graduation from the said date (exempting the 4 degree candidates) is one and one-third years.

OCCUPATIONS

The UWW active student body represents a wide and interesting range of occupations. The largest group, 9 in number, is involved in various types of social service settings, six are associated with educationally related settings, five occupy clerical positions (3 of which are in prison settings), four are associated with business, and three are presently in unskilled or semi-skilled positions primarily to support their on-going educational activities. One person is a member of the U.S. Air Force and one other is a Peace Corps Volunteer. The remaining eight students are presently unemployed.

Table V: Occupations

6 Education	Teacher Aid	4 Business:	Resort Operator
	Pre-School Ed.		Sales
	U. of M. Research proj.		Banking
	Artist in Residence		Computer Technician
	Information Services		
	Film in the Cities	5 Clerical:	Accounting Clerk (1)
9 Social Service:	Camp Coordinator		Medical Sec. (1)
	Nursing Instructor		Office Work: 2 Stillwater State Prison
	Director, Women's Action Program		1 Federal Prison
	Hospital Psych. Ward		
	State Hospital Aid (2)	2 Other:	Air Force (1)
	Rehabilitation Tech.		Peace Corps (1)
	Corrections Agent		
	U. of M. Hospital Aid		
3 Unskilled, semi-skilled:			
	Labor (1)		
	Factory (1)		
	Truck Driver (1)		
8 Unemployed:	Home and Family Duties (4)		
	Incarcerated (1)		
	Fulltime devotion to studies (2)		
	Seeking employment (1)		

Of those twenty-nine students who are presently employed, twenty-one (75%) are employed fulltime (40 Hrs. per week) and the remaining eight persons work on a parttime basis (20 Hrs. per week, average).

Note:

1) Twenty-two, or 78%, of those persons employed are in occupations related to their educational goals.

2) A comparison was made between students' most previous occupation prior to enrollment in UWW and their present occupation to superficially determine if there were significant "upward swings" in employment status. Ten students appear to have undergone marked positive change in occupation; ten students demonstrate no significant change; and previous occupations were unknown for nine students so that no correlation could be made.

MODES OF PURSUED LEARNING ACTIVITIES

UWW students' methods and opportunities for learning are defined by the students themselves and limited only by their individual circumstances. Our students have devised numerous and creative approaches to learning, the most frequent of which can be termed as Directed Study. This general category means most simply that the student designs his/her own "course", and follows such learning activities as field work, internship and research. Other modes of learning include regular U. of M. day classes, courses on independent study basis (Y registration) and focused travel. Table VI represents the number of students utilizing each of the afore-mentioned activities.

Table VI: Modes of Learning Activities

Activity	No. of Students utilizing the Activity
U. of M. day class	7
Independent Study (existing course)	13
Directed Study (non-existing course)	
Field	15
Research	25
Internship	15
Focused Travel	4

Many students obviously pursued a varied combination of the activities. U. of M. day classes were utilized by 19% of the students, independent study courses by 36% of the students, field work by 39%, Research by 67%, Internship by 39%, and focused travel by 11%.

STUDENT INTRODUCTIONS

The single most important factor in the success of the UWW program is the student. The following brief introductions of several of our students are representative of the fantastic achievements of many of our students.

1) Carol F. Age 33, married, with 3 children, residing in the Brainerd area. Carol applied to UWW seeking teaching certification. At the time of acceptance she was made aware of the risks involved and UWW's inability to guarantee certification. Carol is an example of the "faculty-directed" student who seeks to complete pre-packaged coursework, but cannot do so through conventional channels due to her geographical location. She has been involved in a teaching internship at an elementary school in Brainerd. Fall quarter 1972, Carol begins student teaching at the elementary level.

2) Patrick R. As an artist in residence in Eagle Bend, Minn., Pat is UWW's most proclaimed artist. He has seen the broader relevance of art and applied it to the world around him, using art as therapy for older citizens in a rest home, for children, and for the community as a whole. This 22 year old man,with a wife and one child, is presently writing a book to be completed by Fall 1972. Patrick realistically plans to graduate from UWW after Fall quarter 1972.

3) Bob R. - Age 27, husband and father of three, Bob's experiences run the gamut from manual laborer to published author. His accomplishments (not all-inclusive) are noteworthy: six published articles and short stories; a novel presently in the hands of the publisher; photographs published in more than ten individual magazines and newspapers and (experience as) director of a 16 mm film and video tape productions. Bob is currently serving as Director of Information Services for Shattuck School in Faribault, Minn. He is at work on a second novel and sets a tentative completion date for the summer of 1973. The completed novel will serve as Bob's major contribution toward his graduation from UWW.

4) Larry Z. Age 25, married, and residing in Mpls., Larry has attended 3 institutions prior to becoming involved in the UWW program: St. Cloud State College, University of Minnesota's College of Pharmacy and a computer program at Control Data Institute. Larry's main project in UWW is a long term study of his job as admissions counselor for Control Data Institute, one aspect of which is to "... see if rationale of students is actually compatible to the hiring practices of employers." One of Larry's initial concerns about his involvement in UWW was based on the traditional notion that learning be documented by X number of credits. His attitude has now changed direction, and Larry is confident and anxious to be awarded a baccalaureate degree on the basis of what he has learned and accomplished, and not on the basis of how many credits he has earned.

5) Rosslyn K. - Resides in Washington, D. C., is married, with three children. The majority of Rosslyn's academic work and learning experiences was accomplished prior to her winter quarter 1972 admission into UWW. Rosslyn has compiled a dossier based on her abundant experiences, only a few of which are briefly mentioned: planned and directed a workshop for the Staff of the Women's Bureau, Labor Dept; participated in a 3-day seminar on Special Problems of Black and National Origin Minority Women; prepared materials for White House Conference on Aging; spoke to a session of the Convention for National Assn. for the Education of Young Children. This 50 year old woman is presently Acting Director of Women's Action Program, Washington, D. C., Dept. of HEW and has applied for graduation from UWW.

Note:

Obviously, not all UWW students are functioning at the high level demonstrated by the aforementioned students. Those descriptions are offered, in part, to acquaint the reader with the ideal characteristics of the UWW student. Some students find the payment of the flat quarterly fee to be a problem. Others face difficulty in meeting the self-directed study skill objective, which is the foremost requirement of UWW. A follow-up study of John Genereux's report on "The Student Outside the Walls", March 1972, will be conducted this year and will focus more comprehensively on the dynamics of student participation in UWW.

OBSERVATIONS

At this point, no standards can be set as to who the UWW student is, what subject matter the student wishes to learn, or the means for obtaining such knowledge. Due to the individualized nature of UWW, hopefully no one set of descriptive terms will ever exist. Certain implications do emerge from the data presented, however, and the following observations can be made.

The UWW student is approximately ten years older than the typical college student. The students tend to reside far beyond the environs of the University, hence distance from an educational institution is a common educational barrier. While academic interests of UWW students are of Liberal Arts nature, the student tends to design his/her own course or project rather than selecting those already offered by an academic institution. The student tends to be employed at least parttime and involved in an occupation that is related to his/her educational goals. The modal student has had two years of college experience prior to UWW, and the average student has two years remaining in UWW until graduation.

S E C T I O N I: C

EDUCATIONAL ALTERNATIVES
of
FORMER & POTENTIAL UWW STUDENTS

INTRODUCTION

As stated in a previous section, five students withdrew from the UWW program during the period of Fall '71 - Spring '72, and five students were dropped by decision of the UWW staff. UWW is concerned and interested as to what educational alternatives these former UWW students have found, if any. The same issue also concerns those people who applied to UWW during the said period and were not accepted. Also included in this section is a brief description on requests for information.

STUDENT WITHDRAWALS FROM UWW

Five UWW students withdrew from the program during the period of Fall through Spring quarter 1972.

UWW is concerned not only with the reasons upon which the student based his/her decision to vacate their niche in UWW, but, also, what alternatives the student may have found to UWW.

A brief questionnaire was mailed to each of the former UWW students. To date (Aug.) four of the five persons have responded.

Students' reasons for Withdrawal:

1) UWW does not offer a teaching certificate;
2) Too involved with working full time and my project involved too much political redtape.
3) Lack of time following my prison release, and I already have a B.A. degree;
4) I was advised to do so by the UWW staff.

Educational Alternatives Sought and Found

Two of the four students who responded to the questionnaire reported seeking other alternatives to UWW. Both people found an alternative - one at an unspecified state college and one at St. Cloud State. Both are attending college fulltime and both are seeking certification. One student is majoring in Special Education, and one in Urban Studies. Both people indicate being satisfied with the alternative they have found. One former UWW student comments that he enjoyed the UWW program and learned from his mistakes and information gathered. One person did not comment.

Persons not Seeking Educational Alternatives

The other two people who responded stated they are not presently seeking an educational alternative to UWW.

One person is a volunteer worker in the placement of delinquent adolescents in foster homes. The other former student is employed fulltime as a supervisor in a sheltered workshop for the mentally retarded. He is also involved in the anti-war movement and tax resistance.

One person offered suggestions for future UWW student workshops: No smoking, use of name tags; smaller groups. The other person did not comment.

STUDENTS DROPPED FROM UWW

During the three quarter period, five students were dropped from the UWW program by decision of the UWW staff. These persons also received mailed questionnaires regarding the educational alternatives they have found.

The UWW staff state the following reasons for the dismissal of these 5 students from the program:

1) As the student stated his desire to obtain a degree, it became evident that the student's approach to learning was too limited to meet the graduation criteria for the UWW competency-based degree;

2) The student never established contact with UWW after his admission;

3) The student failed to make any effort to do Fall quarter work and to communicate with UWW concerning his progress or lack thereof;

4) The student was not able to conceptualize the self-directed learning process in spite of much assistance from her UWW advisor;

5) The student only wanted pre-structured courses and not self-designed learning experiences, which could be met through another alternative.

To date, Aug. 1972, only one former student has responded to the questionnaire. She is not presently seeking an educational alternative to UWW and is employed fulltime as a teacher aid/office worker. She is also involved in the anti-war and ecology movements. This former student comments that "persons educated in my chosen field are ignorant, have abandoned thinking and are not productive".

STUDENTS NOT ADMITTED TO UWW

Fifty-one of those 117 people who formally applied to UWW were not admitted into the program.

Each person who applies to UWW and is not accepted receives a personal letter indicating the reasons for this decision and oftentimes suggestions as to other alternatives and/or hints on proposal writing and development.

Of those 51 people not admitted into UWW, 23 (45%) have responded to a written questionnaire, which was designed to determine what educational alternatives they have found, if any.

EDUCATIONAL ALTERNATIVES: SOUGHT AND FOUND

Nineteen of those 23 persons (83%) who responded to the questionnaire indicated seeking educational alternatives to UWW. Four of the 23 are not presently seeking alternatives.

Twelve of the 19 people seeking alternatives have found one:

2 people chose Bachelor of Elected Studies at U. of M.

4 people chose Minnesota Metropolitan State College,

2 people chose self-education without affiliation with an academic institution

2 people chose the Extension Division of U. of M.

1 person chose College of Liberal Arts, U. of M.

1 person chose Correspondence courses through U. of M.

Seven of these same people report satisfaction with their alternatives, while four people say they are not satisfied, and one person is presently undecided.

The two main reasons for dissatisfaction are -

1) the alternative program is too limiting,

2) the alternative program does not grant teacher certification.

Eleven people do not anticipate reapplying to UWW, while one is undecided.

Four of those people identifying alternatives are or will attend fulltime, while seven will attend on a part-time basis. Major interest areas include the following: languages; humanities (2); art history; economics; physical education; education; psychographics; counseling; city planning; literature and writing; medical technology. Six people are seeking certification. Four people are not and two are undecided.

COMMENTS OF THOSE PEOPLE SECURING EDUCATIONAL ALTERNATIVES:

- whole-heartedly support the concept of UWW;
- people at UWW were too cool for me;
- hopes UWW will be able to provide services to all truly self-directed people;
- UWW is a step in the right direction. My main problem is finances-why can't something less expensive be offered?
- UWW should offer something in the field of education and related subjects;
- disappointed in not being admitted;
- people are unaware of UWW; the program has a low profile; it could be a profitable commercial venture.
- at my age, education is limited to enrichment rather than career preparation;
- the program is very good: it should be expanded to assist those already with degrees, but who wish to continue formal study off campus.

EDUCATIONAL ALTERNATIVES SOUGHT AND NOT FOUND

Seven of the nineteen people seeking educational alternatives have not found one.

The following statements of those seven people indicate why they have not found an alternative:

- I am incarcerated;
- business and travel time is prohibiting;
- none are as open as UWW;
- none are suitable to my needs (said 2 people)
- accessibility is a problem;
- others are too costly.

All seven of these same people are employed between 30 - 40 hours per week.

Two people anticipate reapplying to UWW; two do not, and three are undecided.

People's comments:

- I see UWW as an advanced correspondence education leading to a degree
- I am happy with the way UWW handled my application and tremendously interested in UWW's attempts to provide educational alternatives
- UWW will adequately serve its patrons.

PERSONS NOT SEEKING AN EDUCATIONAL ALTERNATIVE

Four of the twenty-three people who responded are not presently seeking an educational alternative.

One person is employed part-time as a musician and is a volunteer in the neighborhood development program.

One person is a full-time social worker, and does volunteer work of a political nature.

Another is employed full-time as an electrician inspector and is also involved in the rehabilitation of an apartment building.

One person is not presently employed.

One of these four persons anticipates reapplying to UWW, one does not, and two people are undecided.

People's Comments;

- I believe the program to be very workable,
- Someday I want a teaching degree,
- My thoughts are too scattered to comment,
- I would like up-to-date information and application materials.

SUMMARY OF EDUCATIONAL ALTERNATIVES

Considering the responses of those people formerly in UWW (5) and those not accepted into UWW (23), the unformulated question, "What has happened to you?" pertains to a total of 28 people, or 46% of the total population to whom questionnaires were sent.

Findings indicate that a total of 21 people (75%) sought other educational alternatives and of those 21, thirteen (62%) secured an alternative to UWW. Nine people are satisfied with their alternative, four are dissatisfied, and one is undecided.

Seven of the twenty-one people seeking alternatives have not yet identified one.

Seven of those 28 people responding, 25%, are not presently seeking an educational alternative to UWW.

Although less than half, 46%, of those people who were sent questionnaires responded, it is hoped that the information presented has given the reader a general idea of what has transpired, educationally speaking, with those people who were either former or potential UWW students.

REQUESTS FOR INFORMATION AND APPLICATIONS

An unwritten policy regarding keeping publicity for UWW to a discreet minimum remains unchanged. And yet, requests for information and application forms are continually on the increase.

During the past year exact records for such requests were not kept on a quarter-by-quarter basis. Thus, a statement cannot be made as to actual growing numbers of information requests each quarter. More precise record keeping for the coming year, however, shall be on a quarterly basis.

Also, the information contained in the UWW office was limited to information sent out of the office and did not include personal visits.

There are three main sets of written material which are sent out to interested persons:

1) Brochure - The first brochure was called "Questions and Answers". This was recently updated, the cover changed to a vibrant green and called simply, "UWW". Since the first announcement of the UWW program to date, 914 general information brochures have been mailed to inquiring persons.

2) If the inquirer requests or seems greatly interested in the program, he/she is also sent a copy of the UWW Proposal, which was submitted to the University College Governing Council of the U. of M. in April 1972. The proposal explains the information contained in the brochure in more detail, and presents a clearer picture of UWW as a unit. To date, 128 UWW Proposals have been mailed out.

3) Application forms are also mailed upon request. To date, 264 application forms have been mailed out and, of which, 117 (49%) were completed and returned to the UWW office.

The above are not conclusive figures of all requests for information and applications but represent the number of information and application materials sent through the mail.

From experience over the summer months, UWW's secretary estimates that approximately half a dozen people drop into the UWW office daily seeking information about the UWW program, most of whom receive copies of the written information and/or personal chats with one of the UWW staff.

S E C T I O N I I

FACULTY PARTICIPATION IN UWW

SEPTEMBER 1971 - JUNE 1972

INTRODUCTION

The following material focuses on those University of Minnesota faculty who served as project advisors for UWW students during the academic year 1971-1972.

The data was obtained by means of telephone interviews, conducted by this writer and University College Research Fellow, John Genereux. The telephone interview was selected mainly because many faculty were unavailable on campus during the summer months and the telephone appeared to be the most flexible and time-saving instrument for establishing contact. The interviewers found faculty to be most cooperative with this procedure. One faculty member requested a personal interview, and four faculty, who were no longer in the city, were sent mailed questionnaires.

The data included in this report is limited. It is intended to serve as background information for a more comprehensive study of faculty involvement in UWW, which will be designed cooperatively by participants in UWW and implemented and reported by John Genereux. Even in its present limited form, the data offers a good deal of information, valuable not only to UWW, but hopefully, to any interested reader.

DEFINITIONS

Independent Study - the student takes an existing course on Y registration and studies the course material under the professor's supervision outside the classroom.

(Self) Directed Study - the student designs his/her own course or project and pursues learning activities through such means as field work, internship, research, and/or travel with ongoing advising by faculty or adjunct faculty.

Faculty - University of Minnesota faculty who serve as project advisors for UWW students.

Adjunct Faculty - non-academic persons possessing expertise in student's interest area who serve as project advisors

OUTLINE

The following aspects of faculty and their participation in UWW are covered in this report:

- Faculty Basic Data
- Overall view of Faculty and all-University students re: independent and directed study.
- Faculty and the UWW student re: time spent, nature of advising and communication.
- Faculty and the Distant UWW student re: time spent, nature of advising and communication.
- Distinctions between Professors and Instructors re: time spent, nature of advising and communication.
- Faculty experience with UWW.

TENTATIVE CONCLUSIONS

A number of observations can be made based on the findings. Several observations tend to have rather significant implications which may be pertinent to programs and colleges on the all University level. Additional "conclusions" are included at the end of this report.

- UWW does not at present find standard criteria for granting of credits for directed study projects nor do we anticipate determining one in the near future.
- UWW students play a relatively small part in the rapidly expanding independent and directed study operations within the University.
- one-third of faculty face difficulties finding time to be involved in independent and directed study.

FACULTY BASIC DATA

Number of Faculty

Forty University of Minnesota faculty officially served as project advisors for thirty-one UWW students' directed study projects this past academic year (September '71 - June '72). To date, August 1972, twenty-seven faculty, 68%, have been contacted, and their responses comprise the following data.

Faculty Recruitment

The identification of faculty as project advisors for directed study projects is a vital process, invovling both the UWW staff and student.

Of the forty faculty utilized by UWW students, ten were recruited by the student, twenty-eight were identified by a member of the UWW staff, one-project advisor was recruited by a student's wife, and one by both student and staff.

Colleges, Departments and UWW

The twenty-seven faculty monitors represent seven colleges and nineteen departments within the University of Minnesota.

College	Department	No. of Faculty
College of Liberal Arts	Theater	1
	Political Science	1
	Speech-Communication	1
	Journalism	1
	Psychology	4
	English	2
	Communication Disorders	2
	History	1
	Afro-American Studies	2
	Sociology	1
General College	Art	1
University College	Experimental College	1
Extension	Radio and TV	2
Education	Physical Ed. (Dance)	1
	Secondary Ed. (Audio Visual)	1
	Elementary Ed.	1
Law School	Law	1
Business Administration	Industrial Relations	2
Other	Office of Career Development	1

In conjunction with the liberal arts nature of UWW students (presented earlier in this report)the majority of faculty project advisors, 56%, were associated with the College of Liberal Arts.

ACADEMIC APPOINTMENTS

Seventeen of the twenty-seven faculty, 63%, represented in this survey held professorship appointments. The remaining 37% were of the instructor level or currently acting under other official titles while still maintaining academic appointments.

Appointment	No. of Faculty
Professor	8
Associate Professor	5
Assistant Professor	4
Instructor	5
Lecturer	1
Producer/Director	1
Coordinator	1
Director	2

AGE

Ages of the faculty range from 24 to 60 years of age. The modal faculty project advisor is between 31 - 40 years of age, and the average age of faculty project advisors is 38.7 years.

Years of Age	No. of Faculty
0 - 30	6
31 - 40	7
41 - 50	5
51 - 60	4
No response	5

SEX

Of the twenty-seven faculty, twenty-one, 78%, are male, while only six,or 22%, are female.

Marital Status and Dependents

Four persons chose not to respond to the question of marital status. Of those twenty-three responses, sixteen (70%) are married and seven report being single or formerly married.

Six faculty did not indicate their number of dependents. Of the twenty-one responses, twenty-three percent have zero dependents and seventy-seven percent have between one and four dependents. The average number of dependents is 2.4 for those having dependents.

Years as U. of M. faculty

The number of years as a University of Minnesota faculty member range from one to twenty-five, with an average of 8.7 years.

The majority of the faculty, thirteen, have been in the employ of the University between one and five years; three persons have been associated with the U. between six and nine years; two between ten and fourteen years, and one between fifteen and nineteen years. Four faculty have been with the U. for more than twenty years. Four persons did not respond.

PREVIOUS FACULTY INVOLVEMENT

in

DIRECTED STUDY

Faculty were asked to what extent they had experienced advising directed study projects prior to their participation with UWW.

Fifteen faculty, 56%, reported having had a great deal of experience. Two persons indicated having a good deal of experience but specified that it was primarily with graduate students. Six faculty said they had had limited experience, and four persons reported having had no previous experience advising directed study projects.

Faculty were also asked what percentage of their <u>own</u> graduate work did they consider independent or directed study. A pre-supposed feeling was that the majority of the faculty would report well over 50% of their graduate work as directed study. However, the findings indicate a broader percentage spread than expected, with an average of 46%.

Per Cent	# of Faculty
0 - 20	5
21 - 40	6
41 - 60	5
61 - 80	4
81 - 90	3
No response	4

INVOLVEMENT IN DIRECTED STUDY

from

Sept. 1971 - June 30, '72

(UWW - Non UWW)

The increasing number of independent and self-directed study opportunities available within the University brings about a most potent question. That being, how many students have faculty monitored on independent and directed study, and what is the amount of time involved in this undertaking? This question was asked of those U. of M. faculty members advising UWW students' independent study project this past academic year, Sept. '71 - June 30, '72.

While these findings represent only a small number of faculty involved in independent and directed study, it is hoped that it may serve as a catalyst in a future and immediate study of faculty and student self-directed study on the all-University level.

NUMBER OF STUDENTS ADVISED BY FACULTY:

Including UWW students, faculty were asked how many students they had advised on independent and directed study, Sept. '71 - June 30, 1972.

No. of Students Advised	No. of Faculty Advisors
1 - 5	13
6 - 10	6
10 - 15	2
16 - 20	1
85	1
150	1
No response	3

The number of UWW students was thirty-one and non-UWW students numbered 338. The total number of students advised by these twenty-seven faculty is 369. The modal number of students advised per faculty is between one and five, and the average number of students advised per faculty is 15.4 for the past academic year.

Faculty Time Spent Advising Students (UWW and non-UWW):

Attempts to keep accurate records of faculty time with students failed. The following responses are estimates by the faculty for the total amount of time spent advising those independent or directed study students presented above.

Time Spent	No. of Faculty
7 - 50 hours	10
90 - 100 hours	2
135 hrs.	1
151 - 200 hrs.	4
240 hrs.	1
*241 - 350 hrs.	0
351 - 400 hrs.	5
405 hrs.	1
480 hrs.	1
No response	2

Twenty-five faculty spent a total of 4,389 hrs. advising independent and directed study students this past academic year. Modal time spent per faculty was between one and fifty hours, while the average amount of time spent monitoring independent and directed study students was 175.6 hrs. per faculty during Sept. '71 - June 30, 1972.

*It may be noted that a distinct dividing line appears between 241 - 350 hours, at which point faculty reports no time spent. This observation may mean simply that 72% of the faculty spent comparatively minimum to moderate amount of time (7 - 240 hours), while the remaining 28% were involved time-wise to a maximum extent (350 - 480 hours).

FACULTY AND THE UWW STUDENT
re
NUMBER & TIME

While this report has briefly stated its concern with faculty's involvement with independent and directed study on the all-University level, the main intent is to report the nature of the faculty's participation in UWW.

No. of UWW students advised

Of the twenty-seven included faculty responses, four faculty advised two UWW students and the remaining twenty-three were involved with one UWW student. The total number of UWW students advised by faculty was thirty-one.

Time Spent Advising UWW Students:

Faculty with two UWW students: Of those four faculty advising two UWW students, one estimates spending a total of eight hours; one estimates a total of 17 hours; one estimates a total of twenty hours; and one estimates spending a total of 28 hours. The total number of hours spent by four faculty advising eight students was 73 hours. The average number of hours spent per student was 9.1 hours.

Faculty with one UWW student: Those twenty-three faculty advising one UWW student report the following data:

Estimated Time Spent per Student	No. of faculty
1/2 - 3 hours	4
3 - 6 hours	6
7 - 10 hours	4
10 - 13 hours	1
14 - 17 hours	4
18 - 21 hours	1
35 hours	1
60 hours	1
*300 hours	1

*This seemingly disproportionate amount of time involved was due to the student's internship under the professor's supervision, which involved daily contact. This figure (300 hrs.) was not included in the total or average number of hours to be presented.

The total number of hours thetwenty-three faculty spent for the twenty-three UWW students was 265-1/2 hours, with an average of 11.5 hours per student.

There appears to be no significant difference in the amount of time spent per student between those faculty with two students and those with one student. The total amount of time spent by the twenty-seven faculty monitoring thirty-one UWW students was 338-1/2 hours, with an average of 10.9 hours per student.

COMPARISON OF UWW AND NON-UWW STUDENTS

UWW students comprised only 9% of the total number of students advised on independent and directed study by the twenty-seven faculty. 8% of the total amount of time faculty spent advising independent or directed study students was utilized by UWW students.

This indicated that UWW students play a relatively small part in expanding independent and directed study operations within the University.

CREDIT VS HOURS RE. FACULTY ADVISING UWW STUDENTS

UWW is in the process of abandoning the use of credits, which is an action anticipated in the UWW Proposal. This decision was primarily based on the difficulties arising from the effort to determine credits for those student-designed projects for which no course or credit base exists. Experiences of the past year prove that self-designed projects produce unique matters of concern and require individual attention. Thus, the design and implementation of a standard credit-granting criteria would subsequently prove to be a useless endeavor. Nonetheless, credits were used in the past year as a means of assessing students' academic achievements in keeping with traditional University policy.

The following data attempts to show a correlation between the number of credits a student received for his/her project and the amount of time faculty spent advising the project. Note that the students' projects do not necessarily follow the quarter to quarter routine; thus, this survey is in terms of credits per project not credits per quarter.

Faculty with two UWW students,

Total No. of hours spent	Total No. of Credits
13	6
25	16
7	20
28	18

The four faculty advising two UWW students are estimated to have spent a total of 73 hours for eight projects totaling 60 credits. The average number of credits each project received was 7.5 credits, and the average time spent per project (student) was 9.1 hours.

Faculty with One UWW student:

Average No. of hours spent	No. of Credits
13.5	0 *
.5	2
11	3
11	4
7	5
5.5	6
4.8	9 **
17.7	10
4.5	12
21.5	15
1.	18
7	19

*Those projects receiving no credit was due to the fact that the students were pursuing their studies and utilizing a project advisor, but had not yet formally registered

**Also, one faculty e[illegible]d spending 300 hours for a nine-credit project. This was an internship [illegible]ion and is not included in the total findings.

Twenty-three faculty advising twenty-three projects (students) are estimated to have spent a total of 265-1/2 hours for projects totaling 139 credits; or an average of 11.5 hours for an average project of 6 credits. Including all faculty (27) and all students (31), the total number of hours spent was 338-1/2 for a total number of 199 credits. The average being 10.9 hours for an average 6.4 credit project. Based on averages, those faculty with two UWW students estimate spending a little less time monitoring a more credited project than those faculty with one student. The difference of 2.4 hours, however, is not of significant number. What the findings do demonstrate, however, is that no real correlation can be made between an X credited project and the time required for advising, i.e., three and four credit projects required an average of eleven hours. while an eighteen credit project consumed only one hour. This brings us back to the point that each project is an individual matter, involving such variables as the nature of the project, utilization of adjunct faculty, students' ability for self-directed study, etc.

NATURE OF FACULTY ADVISING & COMMUNICATION WITH UWW STUDENTS

Nature of Faculty Advising & Student Utilization

The nature of faculty advising was quite varied and the majority of the faculty reported that their advising included several functions.

Nature of Faculty Advising	No. of students utilizing faculty functions
Assisting with Proposal development	16
Identifying Resource Material	21
Identifying Resource People	6
Reading and Evaluating Papers	18

87% of the students utilized their project advisor for resource purposes, 52% needed their advisor's assistance in developing their project proposal, and 60% of the students requested their project advisor to read and evaluate their papers. Although it may seem that 100% of the faculty would report evaluating the students' projects, it is not necessarily the case. A student may identify more than one advisor for his project. In some instances, the students' primary relationship was with an adjunct faculty (non-academic) advisor, with a regular faculty advisor serving in secondary functions. Thus, the adjunct faculty would be called upon for evaluations rather than regular faculty.

Also, since the students' projects may extend over the quarterly basis, a number of faculty have not yet reached the final evaluating stages of a project.

Students utilized their faculty project advisors in additional manners: One student wished to discuss graduation requirements; one student needed moral support and aid in reading skills; one student worked with "work sheets" designed specifically by the faculty advisor for his project; two students received training in producing and directing techniques; one student was administered tests; one

incarcerated student needed books brought to him; two students were advised in what future steps to follow; one student requested suggested techniques for group role playing; four students were evaluated in terms of planning reports, data analysis, cassette, video tape and slides content and film production; and one student was placed in a student teaching position by his faculty advisor.

Nature of Faculty Communication with UWW Student

Because of the diverse nature of the UWW student, communication takes other forms, as well as traditional, personal or telephone contact. Faculty report that UWW students utilize the following modes of communication:

Means of Communication	No. of Students Utilizing Means
Telephone Conversation	9
Infrequent Personal Contact	15
Frequent Personal Contact	10
Letters and Notes	15
Video Tape Presentations	3
Tape Recordings	3
Movies	1

The telephone was utilized by 29% of the students as a means of communication with faculty, 81% met with their project advisor in person; 49% communicated in written form; 23% of the student body utilized video and/or audio techniques.

Faculty Funneled Resources

UWW students are encouraged to seek out all possible channels for obtaining pertinent resources - from the obvious to the most obscure. It is interesting to note what resources were funneled to the students by their faculty advisors.

Sixteen faculty, 59%, directed their students to written materials (papers, books, etc.); three identified additional people possessing the knowledge or skill sought by the student; one obtained video tape equipment for the student's use; two faculty directed the student to opportunities in CCTV and film; one faculty arranged student teaching placement for the student.

FACULTY AND THE DISTANT UWW STUDENT

(Number, time, advising, communication)

One of the objectives of UWW is to offer those persons isolated from educational institutions the opportunity to pursue their educational goals over distance. These same people are oftentimes also denied the influence of persons in the academic professions, hence their need for U. of M. faculty to serve as project advisors. Several questions concerning the faculty arise from the situation of faculty advising over distance - such as the amount of time involved, the nature of advising and communications, and how this relationship compares with that of faculty and students in the metro area.

Of the thirty-one UWW students utilizing U. of M. faculty, eighteen (58%) reside beyond the environs of the University. Fifteen of the twenty-seven faculty, 55%, are associated with these students.

Estimated Time Spent Advising Distant Students

No. of Hours	No. of Faculty
0 - 4	3
6 - 10	7
11 - 15	2
16 - 20	4
Too many	1
Undecided	1

Faculty estimated spending a total of 162 hrs. for 18 distant students, for an average of 9 hrs. per student.

Comparing this figure to the thirteen students living in the metropolitan area who consumed 176.5 hours of faculty time for an average of 13.4 hours per student, it may be stated that faculty time involved advising in/metro students was 33% more than for distant students. Since UWW is particularly concerned with facilitating students over distance, this is one area which requires follow-up studies.

Nature of Faculty Communication and Distant Student

In this instance, majority of the faculty reported utilizing one or two means of communication. Faculty communicated with six students by telephone; they had infrequent personal contact with ten students and frequent personal contact with three students; letters and notes were the most frequent means in thirteen cases; two students video taped presentations as an additional means of communication. The following table demonstrates the extent to which communication means were utilized by metro and distant students.

Mode of Communication	% Metro Students	% Distant Student
Telephone	23	33
Infrequent Personal Contact	38	55
Frequent Personal Contact	54	17
Letters and Notes	15	72
Video Tape Presentations	8	11
Tape Recordings	23	0

NATURE OF FACULTY ADVISING WITH THE DISTANT STUDENT :

Faculty again report involvement in more than one aspect of advising. Faculty advised nine students on proposal development; suggested or located resource material for thirteen students identified additional resource people for three persons; read and evaluated the papers of thirteen students; one faculty designed tests for a student; one faculty brought books to an incarcerated student; one faculty arranged for a student's placement in student teaching. The following table represents a comparison of faculty advising with metro and distant students.

Nature of Advising	% Metro Students	% Distant Students
Proposal Development	54	50
Resource Material	62	72
Resource People	17	17
Reading and Evaluating Papers	38	72
Other	92	17

THE PROFESSOR VS THE INSTRUCTOR (AND OTHER)
(Number, time, advisor, communicating)

Another cross-tabulation of faculty project advisors was implemented in an attempt to determine if there was any significant difference between faculty with professorships and those on the instructor level, including those persons currently acting under other official titles (Coordinator, Director, etc.). Those "differences" include number of students advised, time spent with student, and nature of advising and communication.

Professors: No. of students and Time:

Of the twenty-seven faculty, seventeen (63%) assume the position of professor and are responsible for advising twenty UWW students.

Three professors each advised two UWW students, while fourteen professors advised one student.

Professors estimated spending a total of 205 hours advising twenty students, for an average of 11.4 hours per student. One professor said he could not determine the amount of time, and one other responded, "too much".

INSTRUCTORS AND "OTHERS": NO. OF STUDENTS AND TIME:

Of the twenty-seven faculty project advisors, there were five instructors, one lecturer, one coordinator, two directors, one producer/director.

Of the ten persons represented in this part of the comparison, one person advised two students and nine advised one student, totaling eleven students. These ten instructors and "others" estimated spending a total of 87-1/2 hours for eleven students, with an average of 9.3 hours per student. One person reported spending over 300 hrs. with his student in an internship situation. Thus, this figure is not included in the total findings.

Do professors spend more or less time than instructors advising a student's directed study project? Based on estimates and averages, findings indicate professors spending 2.1 additional hours per student.

The reader must again bear in mind that many of the findings presented in this report cannot possibly include all the variables to qualify the interpretation as "fact", but are intended to give the reader a general idea on the nature of the findings.

Nature of Communication	Professors: % of students	Instructors & Others: % of students
Telephone Conversation	30	27
Infrequent Personal Contact	55	36
Frequent personal contact	25	36
Letters and notes	55	36
Video tape presentations	10	9
Tape recordings	15	0

Nature of Advising	Professors: % of students	Instructors & Others % of students
Proposal Development	50	45
Resource Material	65	36
Resource People	25	18
Reading & Evaluating Papers	65	45
Other	15	27

Professors, on the whole, utilized means of communication other than frequent personal contact more than instructors and others, while instructors saw their students 31% more frequently than professors. Such advising by the professor appears to be of a more diversified nature than that of instructors and others.

FACULTY'S FUTURE IN UWW

Faculty monitors were asked if they were willing to serve as project advisors for UWW students in the future.

Faculty Response	No. of Faculty	Conditions (yes) - Reasons (no)
Yes	1	None stated
Yes	3	Student must be interested in their specific area
Yes	5	Be able to first talk with student and then select
Yes	1	Less pressure on students
Yes	1	Student really wants his course (Correspondence)
Yes	4	Limited due to time restrictions
Yes	1	Depends on project, time commitment, compensation, and better organized UWW staff
Yes	1	With compensation
No	1	None stated
No	2	Too time consuming
No	2	Too busy with graduate students
No	3	No longer with U. of M.
No response	2	

It may be noted that ten faculty expressed concern relating to proper "hook-up" with the student. And ten faculty anticipated problems with time limitations.

FACULTY'S EXPERIENCE IN UWW

Faculty were not specifically asked how they felt about their experiences with UWW and its students. Throughout the course of the telephone interview, all the faculty referred to this question indirectly and was recorded by the interviewer.

Faculty Experience	No. of Faculty	Qualifying Remarks
Good	13	No comment
Good	5	- too busy
		- leaving U. of M.
		- student needs more preparation
		- desires compensation
		- until student disappeared
Frustrating	1	- too busy
	1	- not enough contact with student
	1	- never saw the student
	2	- no comment
Undecided	1	- depends on time and compensation
	1	- student didn't spend enough time
	1	- was not aware of responsibilities as monitor
	1	- no comment

It should be noted that whether or not faculty expressed a willingness to advise UWW students in the future, or whether or not their experience with UWW was good, 1/3 faculty stressed their concern regarding time commitments.

UNANSWERED QUESTIONS CONCERNING FACULTY AND TENTATIVE CONCLUSIONS

UWW realizes that the sampling of faculty in relation to the all-University faculty population is indeed small. However small in number, the findings just presented hold a number of implications, applicable not only to UWW, but to the University at large. UWW does not pretend to hold the answers, nor does it claim the findings to be final judgments in any form. Hopefully, the material will, instead, raise questions and ideas as to what actions, present and future, need be initiated.

UNANSWERED QUESTIONS CONCERNING FACULTY

I. Time, Effort, and Reward of Faculty

1. What are the rewards to faculty?
2. What is the status of people working with independent and directed study?

II. Relations with Students

1. How do UWW students compare with other students in terms of preparation and accomplishment?
2. What attitudes do faculty have toward UWW students?
3. What is the faculty's evaluation criteria for student work?
4. How much right does a student have to add to faculty load?

III. Relations with UWW Central Unit

1. Are faculty informed enough about UWW in general?
2. Is UWW planning future workshops, and are they worthwhile to the faculty?

IV. Opinions of Whole Program

1. Have faculty done any public relations work for UWW?
2. What is the faculty's overall opinion of the program?
3. What is the value of the UWW learning process in terms of graduate school?

TENTATIVE CONCLUSIONS

Faculty project advisors tend to be from the College of Liberal Arts. Three-fifths of the faculty hold professorships. A majority of the faculty project advisors have had a good deal of experience with independent and directed study prior to UWW.

These same faculty have also been involved with independent and directed study during the last academic year on the all-University level. In that capacity, faculty advised an average of 15.4 students, and the modal faculty member spent between 1-50 hrs. advising per student.

During the past year, faculty advised no more than two UWW students during the same period, while most faculty (80%) advised one UWW student. Those faculty advising two UWW students spent a little less time per student than those faculty with one student. Faculty utilize more than one aspect of communication and advising techniques, although their main advising activity tends to be that of directing the student toward written resources.

Those faculty involved in advising students who are distant from the University spend two-thirds the time that those faculty do who advise metro-area students. Faculty possessing professorships spend a bit more time advising students than do instructors. Instructors, on the other hand, tend to receive personal visits from students more frequently than professors.

Two other distinctions are worthy of note. The UWW student plays a relatively small part in the independent and directed study operation within the University. Also, the amount of time faculty spends advising each student does not relate to the amount of credits per students' project.

Concerning the future of utilizing faculty as project advisors, they are willing to continue to do so, but on conditioned terms. One difficulty faculty face is that of overextension of time in regard to advising directed study projects.

THE FUTURE OF RESEARCH & EVALUATION

UWW may breathea sigh of relief that it's pilot year is concluded and it survives in good standing. It is most difficult to assess a program's accomplishments of its first year. Much of the validity of research and evaluation rests with the idea that time will prove the evidence. This report, while certainly not conclusive of the past year, is an opportunity for UWW to reflect on its past and gain momentum for the future.

Evaluation, as is learning, is an ongoing process. UWW has these plans for the coming year. (* indicates most immediate concerns.)

A. UWW Students

1. Follow up study of John Genereux's report, March 1972, re. dynamics of student participation in UWW.
2. Conduct follow up studies on students' pursuing education over distance.
3. Implement student status reports every six months by joint effort of advisor and student.
4. Implement UWW status report every 6 months.
5. * Identify and implement valid measuring devices to determine students' cognitive and affective domains.

B. Project Advisors

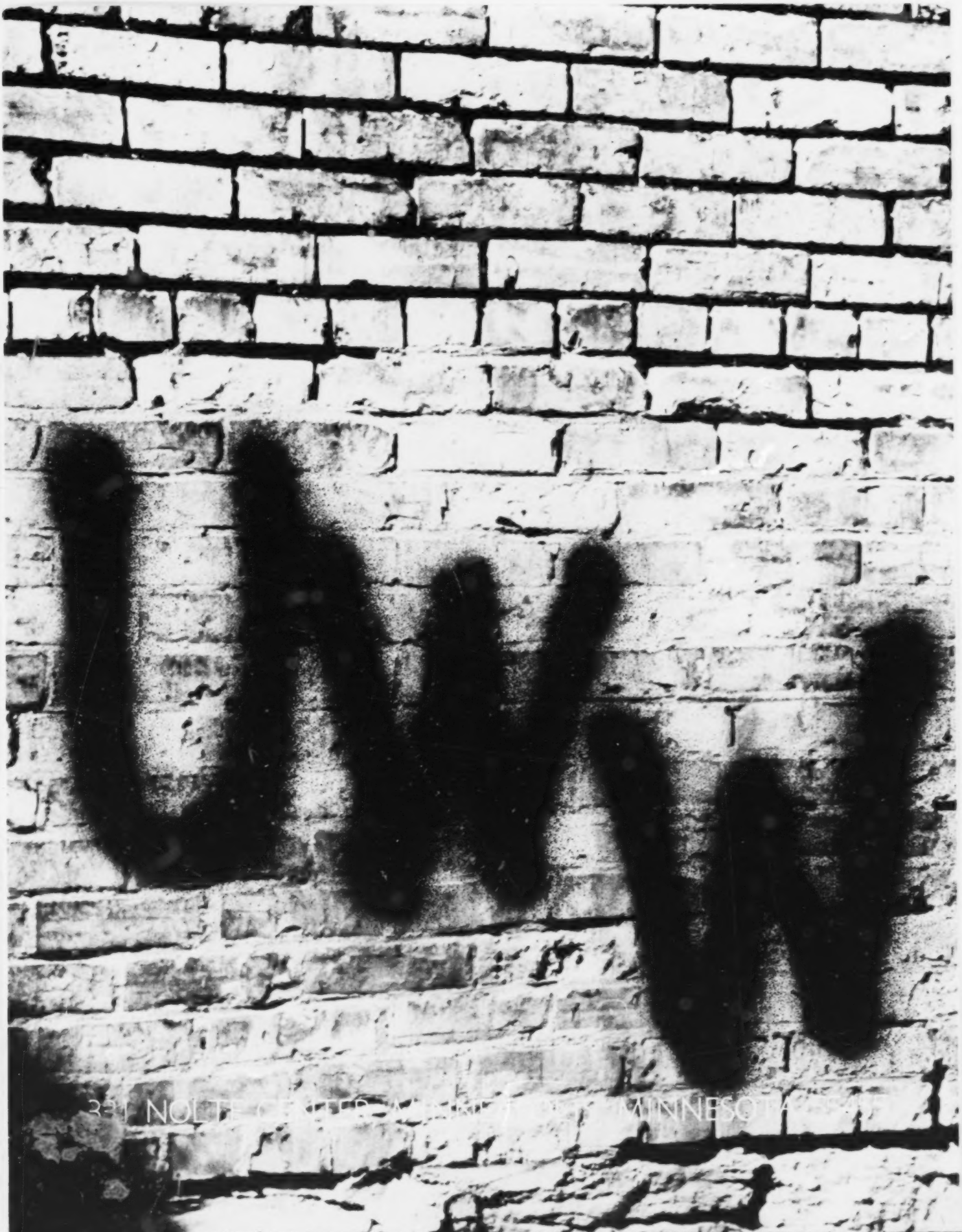
1. * Comprehensive study of U. of M. faculty.
2. Study of adjunct faculty.
3. * Faculty time study.

C. * UWW staff

1. Design and implementation of staff time table
2. Report on staff time usage and utilization

D. Graduation

1. Conduct follow up studies on UWW graduates.
2. Implement study on graduation procedure (i.e., Graduation Committee, Dossier Summary)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"The University Without Walls is an alternative form of higher education. It seeks to build highly individualized and flexible programs of learning and makes use of new and largely untapped resources for teaching and learning. It moves toward a new faith in the student and his capacity for learning on his own, while at the same time providing close and continuing contact between the student and teacher. It redefines the role of the teacher as a facilitator and co-participant in the planning and design of the student's learning experience, and it seeks, through its inclusion of a new mix of age range (16 to 60 and older), to build a new dialogue and trust between younger and older persons."

From UNIVERSITY WITHOUT WALLS
A FIRST REPORT, February 1972

Union for Experimenting Colleges and Universities
Yellow Springs, Ohio

HE00 4826

1

Introduction

University Without Walls abandons the tradition of a sharply circumscribed campus and provides education for students in their homes, at work, within special areas of social problems, at more than one college, and in travel and service abroad. It abandons the fixed age group (18-22) and recognizes that persons as young as 16 and as "old" as 60 may benefit from its program. It abandons the traditional classroom as the principal instrument of instruction, as well as the prescribed curriculum, the grades and credit points which, however they are added or averaged, do not yield a satisfactory measure of education. It enlarges the faculty to include knowledgeable people from outside the academic world, and makes use of various new technologies for storage, retrieval, and communication of knowledge. It places strong emphasis on student self-direction in learning, while maintaining close teaching-learning relationships between students, teachers, and others. It aims to produce not finished graduates but life long learners. (From the Union for Experimenting Colleges and Universities' Proposal for a University Without Walls, 1969.)

2

The Experiment

UWW is an experiment. This means that it seeks to find newer and better ways of serving students and faculty through an ongoing program of research and evaluation. UWW does not pretend to know all the answers to the problems and possibilities of higher education. As with all experiments, results are not guaranteed. All participants in UWW, students and faculty alike, need to recognize the uncertainties of this experiment and be willing to participate from time to time in these experimental efforts.

3

The National UWW Program

UWW is a national experiment, initiated and partly coordinated by the Union for Experimenting Colleges and Universities, Yellow Springs, Ohio. The UWW program has received funding support from the Ford Foundation, the U.S. Office of Education, UNESCO, as well as from the colleges and universities across the nation which are participating in the program. The following institutions of higher education have UWW units:

University of Alabama, New College, University, Alabama. 35486
Antioch College, Yellow Springs, Ohio. 45387
Antioch College/West, 149 Ninth St., San Francisco, California. 94103
Antioch College/Philadelphia, 1227 Walnut St., Philadelphia, Pennsylvania. 19107
Bard College, Annandale-on-Hudson, New York. 12504
Chicago State University, 90 Fifth and King Drive, Chicago, Illinois.
College of Racine, 5915 Erie Street, Racine, Wisconsin. 53402
Florida International University, Miami, Florida. 33144
Florida International/Miami Dade Junior College, Miami, Florida.
Franconia College, Franconia, New Hampshire. 03580
Friends World College, Mitchel Gardens, Westbury, New York. 11590
Goddard College, Plainfield, Vermont. 05677
Hofstra University, Hempstead, New York. 11559
Howard University, Washington, D.C. 20001
Johnston College, University of Redlands, Redlands, California. 92373
Kirkland College, Clinton, New York. 13323
Loretto Heights College, 3001 S. Federal Blvd., Denver, Colorado. 80236
University of Massachusetts, Amherst, Massachusetts. 01002
University of Minnesota, 331 Nolte Center, Minneapolis, Mn. 55455
Morgan State College, Baltimore, Maryland. 21212
New York University, 35 Fifth Avenue; Room 306, New York, New York. 10011
Northeastern Illinois University, Bryn Mawr & St. Louis Ave., Chicago, Ill.
University of the Pacific, Stockton, California. 95204
Pitzer College, Claremont, California. 91711
Roger Williams College, Bristol, Rhode Island. 02809
Roger Williams College, 266 Pine Street, Providence, Rhode Island. 02903
Shaw University, Raleigh, North Carolina. 27602

Shaw University/Roxbury, 120 Walnut Street, Roxbury, Massachusetts. 02119
Skidmore College, Sarasota Springs, New York. 12866
University of South Carolina, Columbia, South Carolina. 29208
Staten Island Community College, 715 Ocean Terrace, Staten Island, New York
Stephens College, Columbia, Missouri. 65201
Webster College, 470 East Lockwood, St. Louis, Missouri. 63119
Westminster College, Fulton, Missouri. 65251
Westminster College, 2700 Bancroft Way, Berkeley, California. 94704
Westminster College, P.O. Box 154, Tahlaquah, Oklahoma. 74464
University of Wisconsin/Green Bay, Wisconsin. 54301

In addition to UWW, the Union for Experimenting Colleges and Universities coordinates the Union Graduate School (Ph.D) program and other special experiments in higher education.

4

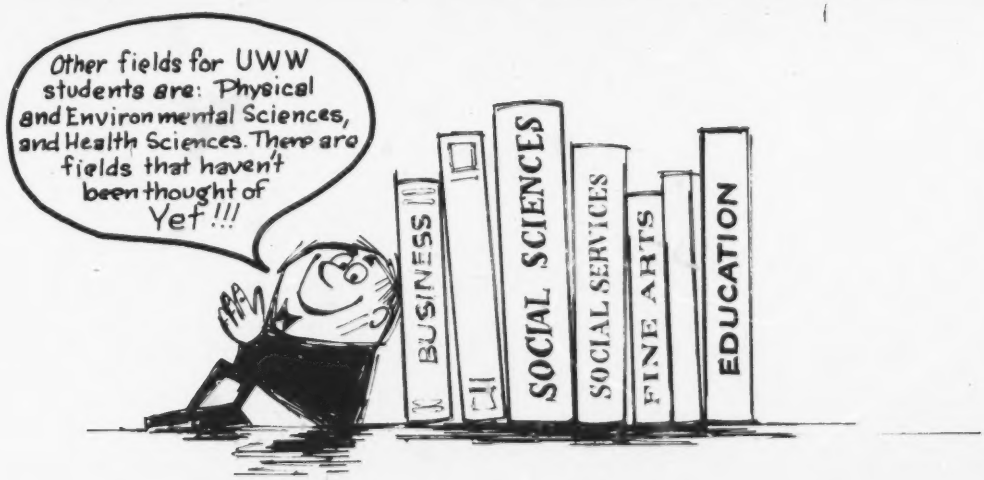
UWW at the University of Minnesota

The UWW program was established at the University of Minnesota on April 23, 1971. It was approved for a period of up to 1978 at which time the program will undergo a major review in order to determine its future. UWW is administered through the University College (see below) of the University of Minnesota.

5

University College

The University College was established in 1930 as a unique part of the University in charge of helping students who have unusual study majors which required course work in more than one college of the University. Such students registered in the Inter-Collegiate program and received their B.A. or B.S. degrees through University College.


Other fields for UWW students are: Physical and Environmental Sciences, and Health Sciences. There are fields that haven't been thought of Yet!!!
BUSINESS
SOCIAL SCIENCES
SOCIAL SERVICES
FINE ARTS
EDUCATION

More recently, University College has been authorized by the University Senate and Regents to proceed along additional experimental lines. Currently, University College administers the following non-traditional studies programs:

Inter-College Program—A mechanism whereby a student with unique education or vocational objectives designs and initiates an individual curriculum to meet those specialized objectives. Students reach their objective (Baccalaureate) by taking course work.

Living-Learning Center—The Center focuses on educational opportunities that exist in service/learning projects outside the classroom. These activities not only fill an important community need but also relate a body of theoretical knowledge to the actual experience of the student participants. The Living-Learning Center does not offer a Baccalaureate degree.

Experimental College —Students participate in small college seminars designed to encourage the sharing of learning and academic growth. Students may engage in independent study, directed study, participate in classes at EC or elsewhere, or pursue other forms of learning as contracted for through the college seminar.

Student College (Duluth)—Approved as a pilot project for 1972-73, this provides students with the opportunity to participate in a unique human services delivery program. Students plan and operate programs with faculty input, while gaining college credit. As yet, there is no authorized baccalaureate degree.

Independent Study (U.C. 3-075)—The independent study program within University College offers students the opportunity to design their own projects and investigate topics not covered in normal course offerings. U.C. projects are inter-disciplinary and typically involve off-campus resources and experiences.

University Without Walls—In UWW there is no fixed curriculum but student-created study projects, nor uniform time schedule to complete the program. Programs are individually tailored and worked out between the student and his teacher-advisor. Credit is gained through learning

related to jobs, service projects, or independent study programs in the community. Regular day school or Continuing Education courses are also appropriate in UWW programs.

The University College is governed by an Assembly which is composed of faculty and student representatives. The assembly functions in cooperation with an Executive Committee and a full-time Dean.

6 ADMISSIONS

Minnesota's UWW program is oriented toward the self-directed student who has clear educational objectives and who has "bumped into walls." The self-directed student is one who is seeking to develop his/her educational program in an individually tailored fashion through non-conventional formats and activities. This type of student needs to be freed from an assortment of barriers—sheer distance from educational resources, institutionalization, physical disability, the following of regular academic schedules, job and family responsibilities, and so forth—and at the same time requires access to a broadened learning environment, a new kind of relationship with both regular and non-academic (community) faculty persons, and, most of all, an intensely personalized approached to study.

The UWW program is not oriented toward the student who is seeking "identity" of "life direction." The orientation is toward the mature students, be they 16 or 60, who are self-directed and secure in their educational objectives, and for whom barriers of one kind or another are present.

Persons seeking to apply to UWW should consider the unusually high level of self-direction and responsibility and freedom from customary reinforcements which UWW requires. Applicants should make certain that UWW suits their own special learning styles and needs. While UWW has demonstrated its wide appeal, it is not for everyone. It is not an easy program. In many respects, UWW is more difficult than traditional college.

Admissions are based on: The clarity of the applicant's short-term and long-term learning objectives, the lack of other suitable educational

programs which may serve the applicant's goals, and the probable ability of UWW to facilitate the realization of the student's goals. In addition, in reviewing applications, the staff will select students in order to secure a mix of student characteristics in terms of age, sex, type of educational goals, type of barrier which prevents the student from pursuing a more conventional program, and so forth. Also, a distinction is made between those applicants who have clear learning objectives and those who have only clearly vocational objectives. Applicants are expected to have clear goals of learning. A sample of a project proposal for an independent study project is required of all applicants.

There is no required level of previous educational attainment (an applicant need not be a high school graduate). Students need not come to campus to pursue their studies. A personal interview with a member of the staff at the time of application is highly desirable, however.

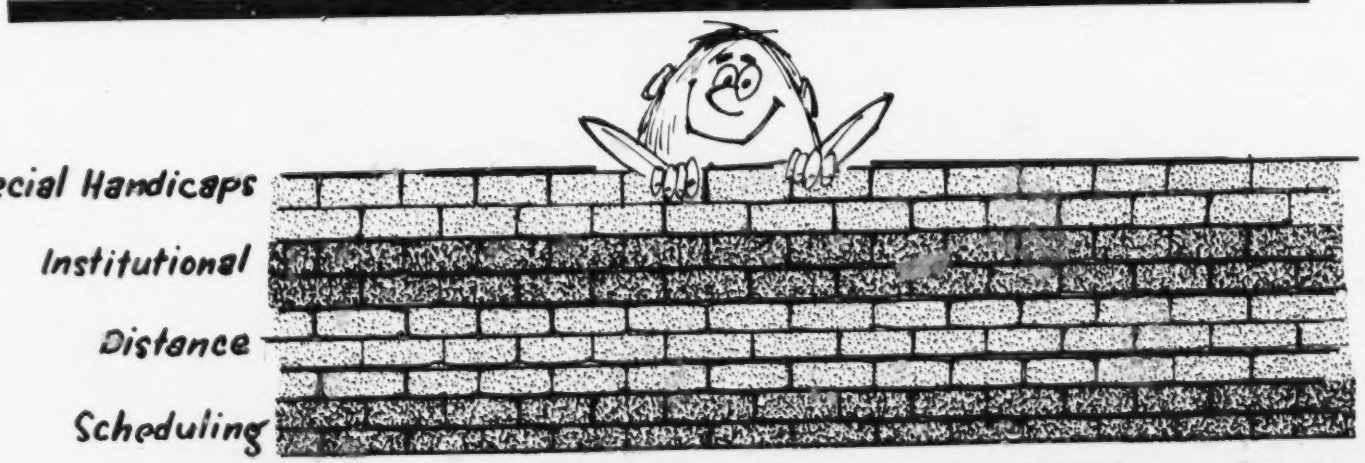
Application materials may be secured by writing or calling the UWW office, 331 Nolte Center, University of Minnesota, Minneapolis, Minnesota 55455, Area Code 612, 373-3919.

The UWW Educational Process

7

The Key difference between UWW educational Programs and those of traditional programs is that the UWW student defines what he/she wants to learn, as opposed to learning which is structured around disciplines or even cross-disciplinary content areas. Sometimes the two approaches coincide; sometimes not.

By working with a member of the central UWW staff, the student begins a study project by first creating an initial sketch of the project area. Work then begins on an expanded Project Proposal. The proposal development often involves as much as a third of the total project time, since the proposal involves the difficult task of defining objectives, identifying resources, creating the appropriate study methods to be used, defining evaluation procedures, and so forth. UWW staff work with the student in the process of writing the proposal as much, or as little, as



Why People Go to the University Without Walls

required. Before a proposal is in the final stage, the student is referred, with a request for help, to appropriate faculty persons. The faculty then further negotiate the terms of the proposal with the student.

When the educational goals are reached, the student brings his/her output, in whatever form that might be, as agreed upon earlier, to the faculty project advisor for evaluation. Forms are prepared for the faculty monitor to communicate an assessment of the student's work. When the evaluation is received by the UWW office, the student is then ready to begin the cycle again.

Variations within the above scheme are seen, to be sure, but, in general, most students follow a pattern similar to the one outlined above.

8 The Role of Experience

Life experience alone will not move the student toward graduation. Rather, the learning which may come from experience must be communicated and placed on the student's record before it will count toward graduation. It is expected that experience be joined with reflection and theory in a manner that may be evaluated. Students are encouraged to document the learning which they have gained through experience in non-academic settings. Students shall be required to communicate in a concrete manner (research paper, examination procedure, etc.) their *learning*.

9 Courses

UWW students may register for regular courses offered by the University. Such courses may be taken in the regular fashion by class attendance, or, with the instructor's and department's approval, courses may be taken on Independent Study which does not require attendance. The University's Bulletin of courses may be secured by writing the Office of Admissions and Records, University of Minnesota, Minneapolis, Minnesota 55455.

UWW does not offer courses of its own.

10

Staff

UWW students work in conjunction with persons from the following groups:

Central UWW Staff—The main UWW office maintains an academic and secretarial staff which is responsible for ongoing program development and coordination.

At the time of admission to the program each UWW student is assigned a member of the academic staff who assumes on-going advising responsibility for the student. The UWW advisor's role is that of guide to self-directed learning, facilitator in terms of paving the way to maximal use of appropriate literature, relevant faculty, and the like. The UWW advisor is a generalist, each with competence in a particular field, but able to play a facilitating role for students in many fields. In the majority of cases, the student's learning activities are monitored by University of Minnesota faculty persons or by "community faculty" (see below). The UWW advisor serves primarily as resource person to educational resources, mediator, re-negotiator, "pick up the pieces" person as needed.

Regular Faculty of the University—As the student's educational goals are made concrete and specific study objectives are defined, the student arranges, with help from the UWW advisor, appropriate involvement of a regular faculty member of the University. The regular faculty member's role is that of project advisor and monitor and evaluator of the project's outcome.

Community Faculty—Members of the non-academic community who have applied understanding and expertise in areas related to the student's studies may serve as project advisors and evaluators. Community faculty sometimes serve as the sole project monitor, while in some cases they serve in addition to a regular faculty member.

11

The Bachelor of Arts and Bachelor of Science Degrees

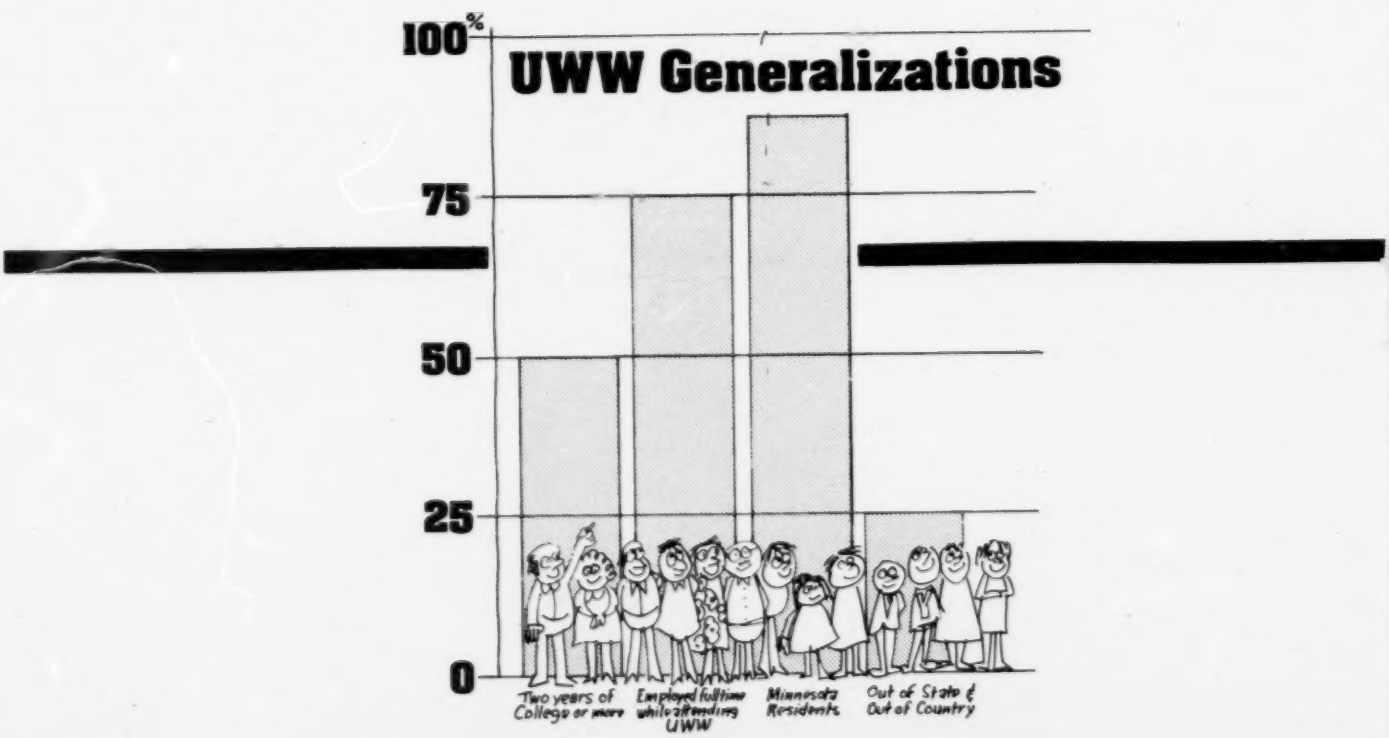
UWW is authorized to grant the Bachelor of Arts and Bachelor of Science degrees of the University College, University of Minnesota.

Within broad liberal education requirements, UWW provides a wide degree of freedom for students to obtain the baccalaureate degree through a program of individualized study. Readiness for graduation is determined on the basis of evidence presented by the student in the form of a "Dossier" which illustrates *competency* (not credits earned or time spent) in such areas as self-directed study skills, academic achievement, communication, etc. Preliminary approval of applications for graduation are made by the central UWW staff with ultimate review by a Graduation Committee (composed of one member of the UWW staff, two faculty members, one representative of the University College Assembly, and one UWW student or alumnus).

12

Residence Requirements

To be eligible for the degree, students must have been enrolled at the University of Minnesota (either UWW or another college) for a minimum of three academic quarters on a full-time basis. UWW students are not required, however, at any time, to come to the University campus to pursue their studies.



13

Narrative Transcript

Instead of the conventional transcript which uses credits and grades, each student's work in UWW is recorded on a Narrative Transcript. The Narrative Transcript lists, in chronological order, the titles/descriptions of learning activities, their duration, and evaluations by faculty.

14

Transfer from UWW to Other Colleges

Students seeking to transfer from the UWW program to other colleges within the University of Minnesota or elsewhere may elect to have their UWW Narrative Transcript forwarded to those colleges for crediting. The student's Narrative Transcript will be the basis for credit translations that other colleges may wish to make. UWW will make every effort to assist students who wish to transfer to other colleges. As an experimental program, UWW cannot guarantee that other colleges will recognize work completed through UWW.

15

UWW/Teacher Corps in Corrections Project

The Union for Experimenting Colleges and Universities has been awarded funding by the U.S. Office of Education for a Teacher Corps Project, for the training of a new kind of teacher to serve in correctional settings. Four UWW units (Minnesota, Maryland, Colorado, and Rhode Island) are participating in the half-million dollar (first year), two year project. The UWW Teacher Corps project was initiated on July 1, 1973, with the selection of project staff and interns. All staff and intern positions have been filled.

UWW at the University of Minnesota has designated two sites for the training of these new kinds of teachers—the Federal Correctional Facility at Sandstone, and Operation de Novo. A team of five interns and one team leader work at each site, pursuing undergraduate (or graduate degrees) for themselves while learning to facilitate other students. Interns are drawn from inmate, staff, ex-offender and client populations.

The interns situated at DeNovo participate in an internship; as staff members, they will assume client responsibilities which will emphasize the meeting of clients' educational needs, while at the same time pursuing a degree program of their own. At Sandstone, interns pursue activities within the Education Department, meeting the educational needs of staff and inmate populations.

At the end of the two years' Teacher Corps grant, it is expected that the corrections oriented teachers will return to the system for employment.

Information on this project is available at the UWW office.

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Tuition

Tuition for participation in UWW is the same as for other full-time students at the University of Minnesota. The quarter tuition cost is $182 (these figures are subject to change to reflect any tuition level changes by the University). Part-time registration is not permitted except for persons who are in the process of meeting with their Graduation Committee.

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Financial Aid

UWW students are eligible for financial aid programs on the same basis as other regular University of Minnesota students. Qualified students are eligible for Veteran's benefits and other tuition assistance programs. Requests for information concerning financial aid should be sent directly to:

Student Financial Aid Office
107 Armory
University of Minnesota
Minneapolis, Minnesota 55455

Students should contact the Financial Aid directly. UWW does not have internal resources for assisting students with tuition.

APPLICATION FOR ADMISSION TO: UNIVERSITY WITHOUT WALLS

331 Nolte Center

University of Minnesota
Minneapolis, Minnesota 55455

(612) 373-3919

Check the quarter you plan to begin your studies: ___Fall ___Winter ___Spring ___Summer 19___

Date application submitted: _____

PART I

NAME _____ HOME PHONE (Area Code) _____

ADDRESS _____ OFFICE PHONE (Area Code) _____ _____

_____ SOCIAL SECURITY NUMBER _____

CITY STATE ZIP

Date of Birth _____

EMPLOYMENT:

Current Job Description: _____

_____

How many hours per week do you now work? _____ (If they are irregular please indicate in what way)

_____

WHAT PERCENTAGE OF YOUR EDUCATION AT UWW WILL BE FINANCED BY THE FOLLOWING:

U of M Scholarship _____% U of M Loan _____% GI Benefits _____% Company Benefits _____%

Job Income _____% Personal Savings _____% Other (Please Specify) _____%

OFFICIAL TRANSCRIPTS OF HIGH SCHOOL AND PREVIOUS COLLEGE EDUCATION, INCLUDING U OF M MUST BE SUBMITTED TO THE UWW OFFICE BEFORE THIS APPLICATION WILL BE REVIEWED.

FORMAL EDUCATION: (List most recent first)

INSTITUTION	Years or Quarters Attended	Degree Granted Date	Field of Study	Number of Completed Credits

INFORMAL EDUCATION: (Please list any informal experiences that you'd like UWW to know about--workshops, training sessions, travel, volunteer work, and so forth. Also please specify what you have been doing the past TWO (2) years, including employment.)

PART II

PLEASE READ THE ENTIRE APPLICATION BEFORE ANSWERING THE REMAINING QUESTIONS:

1) Please tell us a bit about your background, not mentioned elsewhere in this application, that you'd like us to know about. What experience and activities, etc. have been important in determining who you are now?

2) What are the reasons you are not currently able to realize educational goals in conventional institutions of higher education? (i.e. What barriers do you face in obtaining an education?)

3) What are your career, vocational and/or life-work objectives?

a) Within the next 2-3 years?

b) In the distant future?

4) After you have given us your initial learning project (see next page) describe what you will do in UWW after it is finished. If you intend to graduate on the basis of the initial project, tell us that. If not, briefly describe what you will do after your initial project. We are asking here about learning goals as opposed to vocational or career objectives.

5) Please help us by sending along any additional materials which might assist us in knowing you. They may be: letters from others who know you well, your own creations, or whatever you think will illustrate how you would be able to utilize the possibilities of the UWW program.

An interview is desirable for those of you who can stop in, but is not required.

Completion of this application does not guarantee admission to the UWW program.

PART III

Project Proposal Development For Initial Learning Experience With UWW

This is the most important part of your application to UWW. UWW students create their own learning experiences outside of the regular classroom. UWW students will need to have skills to develop their own project proposals. At this time, we need to know how well you can conceptualize your learning objectives and communicate them to others. The following questions constitute a typical project proposal design. Please make your answers as specific and detailed as possible. Remember, we are asking only for your initial learning experience in UWW (your first project).

PROJECT PROPOSAL

I. TITLE: Give your project a title. It should be a good definition of what your study is all about. For instance, "A Study of Resident In-Put Into the Planning of Model Cities Day Care Programs", or "Psychoanalysis vs. Behaviorism; Implications for Psychotherapy", or perhaps, "How Elementary School Children Come to be Defined as 'Problems'; A Study of a Self-fulfilling Prophesy".

II. BACKGROUND AND RATIONALE: Why do you want to do the project? How has your interest in the area evolved? Also, why do you think the study is worthwhile, generally; are your objectives worth knowing? To whom? Why?

III. OBJECTIVES: What is it you are trying to learn? Objectives can often be best stated in question form. What are the questions for which you are seeking the answers? (Be specific.)

IV. RESOURCES: What "things" may hold answers to your questions (objectives)? What "containers of information" are likely to have what sorts of information?

V. METHODS: How do you relate your questions to your resources (and vice versa)? How will you open your resources? By observing your resources? By interviewing your resources? By manipulating (experimenting with) your resources? By reading?

VI. RESULT OF PROJECT: What will be the outcome(s) of the project? A research paper? Photo essay? Oral interpretation? A new course proposal? How will you communicate to others what you have learned?

VII. STUDY SCHEDULE: When will you start your project? When is the project (tentative) completion date? How much time will you be spending on the project? Hours per week? How much time all together?

VIII. FACULTY ADVISORS: (Persons possessing expertise in your area of study.) Who will assist you in your project? University of Minnesota faculty? A "community" person from a related profession or community organization?

IX. EVALUATION: By whom do you wish to be evaluated? By what criteria do you wish to be evaluated? How often?

X. BIBLIOGRAPHY: Provide a listing of the related reading you will pursue.

UNIVERSITY WITHOUT WALLS
331 NOLTE CENTER
MINNEAPOLIS, MINNESOTA 55455